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ABSTRACT

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of Miami schools. The major intent is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a prescribed course of study. The guide is divided into: (1) a broad goals section, which provides descriptive and goal-oriented information for the teacher; (2) a content outline, which illustrates, in general terms, the scope and major subdivisions of the course; (3) objectives and learning activities, which provide a total picture of the main idea and specific behavioral objectives for a set of given learning activities; and, (4) materials section, which presents guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and, supplementary student resources. (Author/SB)

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BLACK HISTORY AND CULTURE

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Written by:
John A. McKinney

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A STUDY OF THE HISTORICAL AND CULTURAL CONTRIBUTIONS OF THE BLACK MAN TO WESTERN CIVILIZATION. THE FOCUS OF THIS COURSE WILL BE TO SURVEY THE BLACK MAN'S HISTORY AND CULTURE FROM AFRICA TO THE UNITED STATES.

GRADE LEVEL: 7-9
COURSE STATUS: ELECTIVE
INDICATORS OF SUCCESS: No previous coursework in American or World History is necessary. However, previous coursework will enhance the student's appreciation of the course. It is necessary that the student possess an open mind and a willingness to pursue new ideas.

COURSE RATIONALE: The primary objective of this course is for the student to develop a greater awareness of the historical and cultural contributions of Black people in order to comprehend the nature of American society today.

Throughout the course, stress should be placed on the learners gaining understanding of the nature of human interaction, the persistent problems and issues which require attention and concern by all citizens, and effects of significant events, past and present, on the conditions of human life.

COURSE GOALS:

1. EXAMINE THE POLITICAL, ECONOMIC AND SOCIAL STRUCTURE OF SELECTED AFRICAN CIVILIZATIONS IN PRE-COLONIAL DAYS.

2. TRACE THE DEVELOPMENT OF THE INSTITUTION OF SLAVERY IN THE UNITED STATES.

3. EVALUATE THE INSTITUTION OF SLAVERY IN THE UNITED STATES.

4. TRACE THE ABOLITIONIST MOVEMENT FROM ITS ORIGINS TO EMANCIPATION.

5. CITE EXAMPLES OF BOTH GOOD AND BAD EFFECTS OF RECONSTRUCTION FOR THE BLACKS.

6. ANALYZE THE IMPACT OF EARLY TWENTIETH CENTURY CIVIL RIGHTS MOVEMENTS AND LEADERS.

7. COMPARE THE METHODS AND ACHIEVEMENTS OF VARIOUS CONTEMPORARY APPROACHES TO BLACK PROGRESS.

8. IDENTIFY CONTRIBUTIONS BY BLACKS TO MANY AREAS OF HUMAN ACHIEVEMENT IN THE UNITED STATES, FLORIDA, AND DADE COUNTY.

COURSE CONTENT OUTLINE:

I. Africa in pre-colonial days

A. Ancient kingdoms

B. Language

C. Family Structure

D. Religion

E. Economic and social values

II. The Slave Trade

A. The establishment of slavery for economic reasons

B. The political establishment of slavery

C. Slavery in both North and South

III. The institution of slavery crystallizes

A. Sectional antagonism

B. The plantation system

C. The Black as a sub-human

IV. Abolitionism grows

A. The Abolitionists

B. Black Revolts

C. The Underground Railroad

D. Slavery and the Civil War

E. Emancipation

V. Reconstruction and Redemption

A. Black reconstruction

B. The establishment of Jim Crow

VI. Blacks enter the Twentieth Century

A. Booker T. Washington and his self-help policy

B. W. E. B. DuBois

C. NAACP

D. National Urban League

E. Marcus Garvey and Black Nationalism

VII. Civil Rights, Black Militancy and Revolution

A. Segregation and Public Accommodations

B. Segregation and the schools

C. Civil and Human Rights

D. Black Power and Revolution

VIII. Cultural Contributions

A. Art and Music Achievements

B. Literary Contributions

C. Science, Industry and Medicine

D. Outstanding Blacks in Florida

GOAL 1: THE STUDENT WILL EXAMINE THE POLITICAL, ECONOMIC AND SOCIAL STRUCTURE OF SELECTED AFRICAN CIVILIZATIONS IN PRE-COLONIAL DAYS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. AFRICA IN PRE-COLONIAL DAYS Note: The teacher should refer also to the Dade County guide, Negro History and Culture.	A. The student will compare the major contributions of the Ghana, Mali, and Songhay civilizations to contributions mady by nations of today.	1. Using a map of Africa, locate the areas in which were found the ancient kingdoms of Mali, Ghana, and Songhay: a. Discuss the terrain and topography of the areas in light of their suitability for agriculture and human habitation. b. Compare Africa to the United States in terms of size, shape, location and coastline. 2. Use overlay paper to trace an outline map of Africa, labelling the ancient kingdoms, for further activities. 3. Divide students into three groups to research the contributions of each kingdom. Provide the following resources for groups to use to obtain their information: Great Rulers of the African Past. Dobler and Brown The Glorious Age in Africa. Chu and Skinner A Guide to African History. Davidson The Lost Cities of Africa. Davidson Each group will prepare a report of its findings to present to the class. 4. View and discuss the films: a. In Search of Past Part I, 27-C (1-31679) b. In Search of Past Part II, 26-C (1-21684)
	B. The student will differentiate between the major and minor languages in West Africa and infer the complexity that could be created.	1. Discuss the common linguistic systems in Africa pointing out that Bantu and the Sudanic languages were the predominant languages spoken. Show how some of the minor languages are derivations of the predominant languages and identify particular tribes. a. Choose an expression which illustrates a Bantu sound and ask students to pronounce some Bantu words. b. Develop a chart or bulletin board showing the sound and syllabication systems of the Bantu and Sudanic languages. 2. Discuss how language differences can create problems where several languages are spoken.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. The student will identify the family structure of the West Africans and compare it to Western family structure.	1. Discuss the organizational structure of the family in terms of the following: a) hierarchy b) division of labor c) responsibilities. 2. View and discuss the film: Negro Kingdoms of Africa's Golden Age (1-3535)
	D. The student will examine religions of West Africa.	1. Discuss the religious practices and how they were centered around the belief in spirits. 2. Discuss the differences between the philosophies of Mohammedanism and Christianity. 3. Allow students to select Mohammedanism, Christianity or idol worship to develop a short essay or oral report explaining how the Africans reacted to each particular religion. (An alternative could be to have a group of students role play African religious worship under each type of religion.)
	E. The student will investigate the economic and social values of the West Africans.	1. Discuss and contrast the economic values of products and show what affect they had on the lives of the West Africans. a. Gold b. Salt c. Cotton d. Expanding use of metals. 2. Direct students in research to investigate the impact of the following on the social values of the kingdoms of Mali, Ghana, and Songhay. a. Center of Commerce b. Literate culture of Timbuktu c. Political organization 3. Have the students contrast their findings in the research assignment with the rest of Western civilization at this time in history.

GOAL 2: THE STUDENT WILL TRACE THE DEVELOPMENT OF THE INSTITUTION OF SLAVERY IN THE UNITED STATES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. THE SLAVE TRADE	A. The student will identify the historical and economic developments associated with the institution of slavery.	1. Discuss the conditions which gave rise to the slave trade before the Royal African Company was chartered. a. Growth of the New World b. Availability of slaves c. Legal contracts between African kings and slave traders 2. Discuss the economic motives of slave traders. Direct students to list these motives and defend them in the light of existing circumstances. 3. Assign research project for students to determine some of the economic factors in the Caribbean islands that made slave trading more profitable. a. "The Decline of Tobacco" b. "Cotton and Indigo: Wasted Efforts" c. "Cultivation of Sugar Cane" 4. Discuss and describe the process of securing, seasoning and trading slaves. a. Trade routes b. Slave capture c. Voyage and condition of vessels d. Plantation system 5. Direct students to prepare a class outline map of the Triangular Trade Route indicating the significant areas that were related to slave transportation. 6. Assist students in developing a mural depicting the slave trade between Africa and the New World.
	B. The student will evaluate the political developments which established slavery.	1. Discuss the indenture system which gave rise to servitude. Assign students to prepare short reports on the indenture system in the English colonies. 2. Describe and discuss the causes for the change from indentured servant system to slavery in the colonies. Ask: What are the economic advantages of slavery as compared to servitude?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have students research and report on the passage of laws defining the status of slaves in the English colonies. (Provide the following resources for research) Before the Mayflower, Bennett. The Negro in the Making of America, Quarles. The Negro Pilgrimage in America, C. Eric Lincoln. From Slavery to Freedom, John Hope Franklin. The Negro in Colonial New England, Greene.
	C. The student will compare the attitudes held toward slavery in the North and South in the early days of the American nation.	1. Discuss the anti-slavery attitudes prevailing in the North and South. a. Anti-slavery societies b. Gradual emancipation by states c. Northwest Ordinance of 1787 2. Organize the class into two groups. Appoint one group to represent the pro-slavery forces at the Constitutional Convention, and appoint one group to represent the anti-slavery forces at the Convention. Assist the groups in preparing a debate presenting the attitudes of each side. 3. Compare and contrast the economics of the North and South and relate their economic situations to the politics of the period. a. Agriculture b. Commerce c. Tariffs d. Internal improvements e. Status of territories f. Admission of new states g. The slave trade

GOAL 3: THE STUDENT WILL EVALUATE THE INSTITUTION OF SLAVERY IN THE UNITED STATES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. THE INSTITUTION OF SLAVERY CRYSTALLIZES.	A. The student will examine the increasing sectionalism which culminated in the Civil War.	1. Discuss the slave versus free state controversies. a. Manifest Destiny b. The Missouri Compromise c. The Compromise of 1850 d. The Kansas-Nebraska Act or Direct students to divide into four groups. Each group will prepare a panel discussion on the reasons for the failure of measures to resolve the sectional differences. 2. Discuss the Dred Scott Decision. Organize students to role play the Dred Scott case before the Supreme Court. Have students evaluate the decision in light of today.
	B. The student will investigate the social and economic relationships of the plantation system.	1. Discuss the plantation in the light of its self sufficiency as an economic unit. 2. Direct students in making dioramas or murals depicting life on a slave plantation. 3. List and classify the agricultural products of the plantation. 4. Compare the food eaten by slaves and the clothing worn by them to the diet and clothing of blacks today. 5. View and discuss the film: Heritage of Slavery, pt. 1 (1-31659)
	C. The student will identify conditions under which slaves lived and the treatment they received from their masters and overseers.	1. Discuss the inadequacy of the slave's diet, the insufficiency of his clothing and the inadequacy of his housing. 2. Assign the topic "The Care and Treatment of Slaves." Direct students to prepare a brief talk around the following points: a. Comparison of the food, clothing, and shelter of the slave with that of the master. b. Differentiation between the severity of discipline used by masters and overseers.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Discuss the influence that the planter's treatment of slaves had on the treatment of blacks through the Twentieth century. 4. Describe and discuss the dual treatment of slaves in terms of "house-slave" and "field slave." 5. Direct students to research the rules set by plantation owners to control slaves and their families. Follow-up discussion: a. How do these rules compare with rules set by employers today? b. Could slaves form unions? How could owners prevent group action such as boycotts, "sick-outs", etc. c. Why were the rules so harsh? d. How might the owner have justified such treatment? 6. Pass out a copy of the Declaration of Independence to the class. Discuss its meaning, especially the first two paragraphs. Then pass out to the students such statements as listed below. Have them examine the statements critically, discussing the truths or untruths of the statements and evaluate them in the light of the present. a. No person held to service or labor in one state under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered upon the claim of the party to whom such service or labor is due. (Constitution of the United States, Article IV, Section 2, paragraph 3. b. Neither slavery nor involuntary servitude, except as punishment for crime whereof the party shall have been duly convicted, shall exist within the United States or any place subject to their jurisdiction. Congress shall have power to enforce this article by appropriate legislation. (United States Constitution, Amendment 13)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. Congress lacks the authority to prescribe punishment for individuals conspiring to deprive others of the equal protection of the laws according to the Thirteenth, Fourteenth and Fifteenth Amendments and Article IV, Section 2 of the Constitution. (Summary of findings of the Supreme Court in United States vs. Harris 1883) 7. View and discuss the film: Heritage of Slavery pt. 2 (1-13664)

GOAL 4: THE STUDENT WILL TRACE THE ABOLITIONIST MOVEMENT FROM ITS ORIGINS TO EMANCIPATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IV ABOLITIONISM GROWS	A. The student will examine the abolition movement.	1. Discuss the inception of the abolition movement of 1830. Emphasize the background of the movement and the role it played during the period. 2. Assign research projects to determine the contributions the following individuals who were active during the abolition movement: a. Frederick Douglass b. Harriett Tubman c. Henry H. Garnet d. William Lloyd Garrison e. Sojourner Truth f. Wendell Phillips 3. Use selected research papers to prepare bulletin board display under the caption "PROTEST AND REACTIONS AGAINST SLAVERY." 4. View and discuss the film: Frederick Douglass: The House on Cedar Hill (1-13555)
	B. The student will examine the black revolts which took place during slavery.	1. Discuss the major black revolts placing emphasis upon leadership, initiation, and results. a. Gabriel Prosser's Revolt b. Denmark Vesey's Conspiracy c. Nat Turner's Rebellion d. John Brown's Revolt at Harpers Ferry 2. Direct students in preparing mock television news reports on one of the four revolts listed above. Reports should be structured around the following facts: a. causes b. leadership and followers c. plan of action d. outcome 3. Selected students could prepare a mural or collage of each of the black revolts. Other students could develop a short skit about one of the revolts to share with another class in American History.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. The student will investigate the Underground Railroad to determine its operation and success.	1. Discuss the reasons for the development of the Underground Railroad and its operation as a successful means for freeing slaves. a. Use a map to have students plot and discuss the routes taken by slaves to reach freedom. b. Point out the secrecy involved in planning an escape and the measures taken by slave owners to discourage escape. 2. Assist students in decoding the messages imbedded in the slave songs, "Steal Away to Jesus", "Go Down Moses", and "I Got a Shoe", to help slaves escape. 3. Direct students to prepare short biographical sketches on the following individuals who participated in the operation of the Underground Railroad: a. Harriett Tubman b. Josiah Henson c. Levi Coffin 4. Discuss the Fugitive Slave Law of 1850 placing particular emphasis upon the reasons for enactment and the outcome. Ask students to react to this law in light of present day America. (This could develop some thought provoking insights which might be useful for a debate.)
	D. The learner will examine some of the events surrounding the Civil War to determine how they affected slavery and the Blacks.	1. Discuss President Lincoln's policies concerning Blacks and the Civil War. a. Cite the President's position on Emancipation. (Have students give their reactions to Lincoln's statement: "If I could save the Union without freeing any slave, I would do it; if I could save it by freeing all the slaves, I would do it; and if I could do it by freeing some and leaving others alone, I would also do that.") b. Explain when and why Blacks were permitted to participate in the war. 2. Direct students to research the Civil War period to compare the participation and treatment of Black soldiers in the

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Civil War with the participation and treatment of Blacks in the Vietnam war. (Provide the references listed below) Mr. Lincoln and the Negroes, Douglass The Negro's Civil War, McPherson Lincoln and the Negro, Quarles The First Book of the Civil War, Levenson 3. View and discuss the film: History of the Negro in America, 1619-1860: Out of Slavery, (1-13514)
	E. The student will identify the ways in which the Emancipation Proclamation affected America.	1. Read and discuss the Emancipation Proclamation. (Elicit from students their reactions to what it meant to be free from bondage) 2. View and discuss the film: Emancipation Proclamation (1-31129) 3. Discuss the social and economic affect the Emancipation had on America. a. Why did Blacks leave the plantation to migrate North? b. Why did some Blacks continue to work on plantations? c. What was the result of crops being left unattended? d. How much effect did crop losses have on the total economy? e. What were the difficulties experienced by Blacks in adjusting to this new status?

GOAL 5: THE STUDENT WILL CITE EXAMPLES OF BOTH GOOD AND BAD EFFECTS OF RECONSTRUCTION FOR THE BLACKS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
V. RECONSTRUCTION AND REDEMPTION	A. The student will describe the achievements of the Reconstruction period.	1. Discuss the activities and accomplishments of the Freedmen's Bureau. a. Describe the Bureau's work in supplying the necessities of life. b. Discuss the efforts made to distribute land to Blacks and to relocate them. c. Discuss the objections to the work of the Bureau. 2. Assign a research project to compare and contrast the Reconstruction policies of: a. Abraham Lincoln b. Andrew Johnson c. Northern Republican Congressmen 3. Discuss the participation of the Blacks in the state constitutional conventions. (Emphasize the progressive nature of the constitutions adopted in the South) 4. Direct students in the investigation of the 14th and 15th Amendments to the Constitution. Point out how the failure to enforce these amendments led to disenfranchisement of Blacks. Discuss: Can attitudes be changed by legislation?
	B. The student will identify the methods used to promote segregation of the races.	1. Discuss the various methods used to disenfranchise Blacks: a. overstuffed ballot boxes b. poll taxes c. literacy tests d. grandfather clause 2. Explain and discuss the terms "Jim Crow" and "Separate but Equal." 3. Assign students the task of researching resources to determine some of the Jim Crow laws passed in the South. 4. Conduct an in-depth investigation of the Supreme Court decision in Plessey vs. Ferguson. Assign groups to prepare arguments

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		on the moral, social and economic consequences of the decision. 5. Discuss the impact of racial discrimination after Reconstruction and contrast it with discriminatory practices still in existence. Have students cite indications of practices which they feel are discriminatory and present solutions to the problem. 6. View and discuss the film: History of the Negro in America 1861-1877, Civil War and Reconstruction (1-13519)

GOAL 6: THE STUDENT WILL ANALYZE THE IMPACT OF EARLY TWENTIETH CENTURY CIVIL RIGHTS MOVEMENTS AND LEADERS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VI. BLACKS ENTER THE TWENTIETH CENTURY	A. The student will examine Booker T. Washington's philosophy of self-help for Blacks in the South.	1. Discuss Washington's philosophy of educational advancement for Blacks. a. Compare his idea of racial separation to the idea of racial separation as it exists today. b. Direct students in preparing arguments for and against the "Uncle Tom" label placed on Washington. 2. Examine with students Washington's speech delivered at the Atlanta Exposition, "The Atlanta Compromise". Have students react to his statements on racial separation in the light of present day thinking. 3. Assign the optional reading of Booker T. Washington's book, Up From Slavery. Oral or written reports should be prepared on Washington's basic ideas and how they were developed.
	B. The student will contrast the philosophy of W.E.B. DuBois with that of Booker T. Washington.	1. Discuss DuBois' objections to Washington's philosophy of education. a. Compare the educational background of the two. b. Show differences in academic preparation as a possible reason for the different philosophies of education. 2. Explain the ongoing feud between DuBois and Washington and develop the activities of DuBois leading up to the Niagra Movement and the founding of National Association for the Advancement of Colored People.
	C. The student will identify goals and concerns of the NAACP.	1. Explain and discuss the reasons for Whites calling a conference to discuss the status of the Blacks during this period. Assign brief biographical sketches to be prepared of the founders of the NAACP. 2. Compare the activities of the NAACP today with those of the founding organization.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Invite the local president of the NAACP to address the class on the organization's role in the community and its present program. (The contact has to be made well in advance to allow the appearance to be scheduled to coincide with the class discussion of the NAACP.)
	D. The student will identify the reasons for the founding of the National Urban League.	1. Discuss the work of the National Urban League in helping to eliminate many of the hardships of blacks migrating to the North. 2. Invite the local Urban League director to address the class with regard to the purpose, goals, activities and membership of the organization. 3. Contrast the work of the National Urban League with the NAACP. Have students determine to what extent these organizations are making an impact on blacks of Dade County and South Florida.
	E. The student will examine the Garvey movement and its impact on black America in the early 20th century.	1. Discuss the Garvey movement emphasizing the following points: a. origin b. philosophy c. popularity d. economic activities e. "Back to Africa" movement 2. Compare the philosophy of Garvey to that of the Black Muslims. 3. Compare the black emphasis of Garvey to the present black identity and black awareness focus. 4. Assign optional reading of the book, Black Moses: The Story of Marcus Garvey. 5. View and discuss the filmstrip: Marcus Garvey (The Multi-media Black History Program. Viking Distributors, Inc., 2433 Edgewater Drive, Orlando Florida.

GOAL 7: THE STUDENT WILL COMPARE THE METHODS AND ACHIEVEMENTS OF VARIOUS CONTEMPORARY APPROACHES TO BLACK PROGRESS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VII. CIVIL RIGHTS, BLACK MILITANCY AND REVOLUTION	A. The student will identify the actions by the Civil Rights movement to eradicate segregation in public accomodations.	1. Discuss the major issues and activities of the Montgomery Bus Boycott. a. Explain the role of Mrs. Rosa Parks b. Discuss the leadership role of Dr. Martin Luther King,Jr. 2. Have students research the activities during the early 1960's of the following groups in breaking down barriers of segregation in public accomodations. a. Student Nonviolent Coordinating Committee b. Southern Christian Leadership Conference c. Congress of Racial Equality d. National Association for the Advancement of Colored People 3. Develop a skit around the following activities of the Civil Rights movement. a. sit-ins b. freedom riders c. legal actions d. demonstrations and marches 4. View and discuss the film: Civil Rights Movement: Historic Roots (1-13504)
	B. The student will examine the significance of the 1954 Supreme Court's decision on school desegregation.	1. Discuss the practice employed after Reconstruction of establishing separate and unequal schools for Blacks and Whites. Some mention needs to be made of the continuing legal efforts of the NAACP to bring this inequity to the attention of the Supreme Court and the American public. 2. Direct students in the investigation of the Supreme Court's decision on Brown vs. the Board of Education of Topeka, Kansas. Compare with Dred Scott or Plessey vs. Ferguson decisions. 3. Discuss methods and activities used to cause the 1954 decision to be deferred as a reality until as late as the present.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Discuss the difference in the quality of education under the separate and unequal system of education. 5. The students might write an essay or short story depicting what they think the United States should be like as far as school desegregation is concerned. 6. Discuss Jonathan Kozol's book, Death At An Early Age, with the class. 7. Have the class compare outdated history texts with one or more recently adopted books. Encourage students to find changes and suggest reasons for those changes. 8. Have students take a critical look at their school. Encourage students to suggest ways in which they feel the school can promote better relations between racial groups.
22	C. The student will identify the changes that have resulted from the passage of the Civil Rights Bill of 1964.	1. Make available to the students provisions of the Civil Rights Bill of 1964. Discuss the ways in which these provisions provide for equal rights for Blacks. 2. Direct students in discussing what they can do to help insure human rights for all in an egalitarian society. This should include a discussion and review of what is being done. 3. Have students conduct a survey on open-housing in their block. Compare the results with attitudes reflected on this subject that would have come during the period following Reconstruction. 4. Form a committee to investigate the causes of crime and delinquency in the city. How is this connected with human rights? (Provide The Other America by Michael Harrington and the President's Crime Commission Report as resources.) Have the committee to report as a panel discussion before the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Develop the assignment: "Suppose you are a black person arguing before the Supreme Court for the right to live in any section of the city." Use the Constitution to write an argument to convince the Court.
	D. The student will examine the philosophy of Black Power advocates and the revolutionary mood of the late 1960's.	1. Form a committee to investigate the meaning of Black Power. (Such books as Carmichael and Hamilton's Black Power, Nathan Wright's Black Power and Unrest, and Martin Luther King's Where We Go From Here: Chaos or Community? are excellent sources of reference.) Have the committee report to the class in a panel discussion. 2. Direct students in preparing a debate involving the different opinions expressed concerning Black Power as held by such people as Marcus Garvey, Martin Luther King,Jr., Malcolm X, and Stokely Carmichael. 3. Discuss the revolutionary mood and tactics of such groups as the Black Panthers and point out the role played by their leaders, i.e. Huey Newton, H. Rap Brown, Eldridge Cleaver, Bobby Seale and Angela Davis. Emphasize the fact that revolutionary groups constitute a very small percentage of the minority culture. 4. View and discuss the film: Black and White Uptight (1-31809)

GOAL 8: THE STUDENT WILL IDENTIFY CONTRIBUTIONS BY BLACKS TO MANY AREAS OF HUMAN ACHIEVEMENT IN THE UNITED STATES, FLORIDA, AND DADE COUNTY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VIII. CULTURAL CONTRIBUTIONS	A. The student will identify the significant contributions made by Blacks in Art and Music.	1. Make a bulletin board display of the following Blacks and direct students to research the contributions of each individual listed below. Louis Armstrong — Julian "Cannonball" Adderly Marian Anderson — Mahalia Jackson Paul Robeson — Aretha Franklin W.C. Handy — Leontyne Price Charles White — Jimmi Hendrix Edmonia Lewis — Augusta Savage Henry O. Tanner — Richmond Barthe Duke Ellington — Andre Watt 2. Select students to report orally on one of the individuals above. This list might be added to in order to make it more contemporary. 3. View and discuss the slides: Afro-American Artists 1800-1968 (5-20188) 4. Have students bring in the music of some Black entertainers and play it as "background music" during "quiet" work sessions. Others could bring in prints or pictures of Art for a bulletin board display.
	B. The student will identify Blacks who gained recognition in the Humanities.	1. Direct the students in setting up a "Humanities Hall of Fame." Assign groups to research the contributions of the individuals listed below. It will also be necessary to collect examples of each person's work and a mural depicting each candidate inducted into the "Hall of Fame." (Students may add to this list) Alain Locke — John H. Johnson Langston Hughes — Ethel Waters Gwendolyn Brooks — Richard Harrison Countee Cullen — Sidney Poitier Richard Wright — Dianne Carroll Arna Bontemps — Sammy Davis, Jr. John Hope Franklin — Alexander Dumas Claude McKay — James Weldon Johnson

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Play and discuss the record: Anthology of Negro Poets.
	C. The student will investigate the contributions by Blacks to the fields of science, industry and medicine.	1. Direct students to select one individual and prepare a biographical sketch. All sketches will be shared orally with the class. Norbert Rellieux — George Washington Carver Jan Matzeliger — Daniel Hale Williams Grantville T. Woods — Ernest E. Just Martin Delany — Charles R. Drew Matthew Henson — Percy Julian
		2. View and discuss the film: Black History: Lost, Stolen or Strayed, pt. 1 (1-31624)
	D. The student will identify the contributions made by selected Blacks in Florida	1. Direct students to read and discuss the biographical sketches to the individuals listed in Twelve Black Floridians, Neyland.
		2. Invite Mrs. John E. Culmer or one of her children to speak to the class about the life and activities of Fr. John E. Culmer. (A tour of the St. Agnes Church complex might also be considered.)
		3. Contact Mrs. William E.H. Stirrup of Coconut Grove to share with the class the extensive collection of materials on Blacks in early Miami. (It might be well to set up a class exhibit or reference table with the materials.)
		4. As a culminating activity for this concept each student might be required to select what he considers to be the 5 or 10 greatest Black Americans and in a paragraph on each explain why he chose them.

MATERIALS:

1. Recommended basic textual and other materials:

The Negro in American Life, Mable Morsbach
The Negro in American Life and Thought, Rayford Logan
Twelve Black Floridians, Leedell W. Neyland

2. Alternate student and class material:

A. Textual:

Bennett, Lerone, Jr. Before the Mayflower. Penguin Books, 1966.
Franklin, John Hope. From Slavery to Freedom: A History of Negro America. Knopf, 1947.
Meltzer, Milton and Meier, August. Time of Trial Time of Hope 1919-1941. Garden City: Doubleday and Company, Inc., 1966.
In Their Own Words: A History of The American Negro 1619-1865. New York: Thomas Y.Crowell Co., 1964.

B. Audio-Visual:

(1) Filmstrip:

The Multimedia Black History Program. Viking Distributors, Inc , 1968. 15 audio-visual lessons, filmstrip/record, and guide.

(2) Motion picture:

Frederick Douglass: The House on Cedar Hill. McGraw-Hill, 17 min. B&W
Black History: Lost, Stolen, or Strayed, pt. 1 CBS-Film Arts, 27 min. C.
Black and White Uptight
Civil Rights Movement: Historic Roots. NBC-EBEC, 17 min. B&W
Emancipation Proclamation. McGraw-Hill, 28 min. B&W
Heritage of Slavery, pt. 1 CBS-FA, 27 min. C.
Heritage of Slavery, pt. 2 CBS-FA, 26 min. C.
History of the Negro in America - 1861-1877: Civil War and Reconstruction. McGraw-Hill, 20 min. B&W
In Search of a Past, pt. 1. CBS-FA, 27 min. C.
In Search of a Past, pt. 2. CBS-FA, 26 min. C.
Negro Kingdoms of Africa's Golden Age. Atlantis Films, 17 min. C.

(3) Slides:

Afro-American Artists 1800-1968. Prothman, 1968.

(4) Records:

Anthology of Negro Poets. Folkways, 1967.

C. Supplemental pupil resources:

Adams, Russell L. Great Negroes Past and Present. Chicago: Afro-American Publishing Co., 1963.
Davidson, Basil. A Guide To African History. Garden City: Doubleday and Company, Inc., 1953.
The Lost Cities of Africa. Boston: Little, Brown and Company, 1959.
Chu, Daniel and Skinner, Elliott. A Glorious Age in Africa: The Story of Three Great African Empires. Garden City: Doubleday and Company, Inc., 1965.
Douglas, William O. Mr. Lincoln and the Negroes. New York: Atheneum, 1966.
DuBois, William E.B. The Souls of Black Folk. Three Negro Classics. New York: Hearst Corp., 1965.
Hughes, Langston. Pictorial History of the Negro in America. New York: Crown, 1956.
King, Martin Luther, Jr., Stride Toward Freedom: The Montgomery Story. New York: Harper and Row, 1958.
Why We Can't Wait. New York: Harper and Row, 1963.
McPherson, James M. The Negro's Civil War. New York: Random House, 1965.
Quarles, Benjamin. Mr. Lincoln and the Negro.

3. Teacher Reference Materials:

Baldwin, James The Fire Next Time. Dell, 1963.
Bone, Robert A. The Negro Novel in America. Yale University Press, 1966.
Bontemps, Arna (Ed.) American Negro Poetry. Hill and Wang, American Century, 1963.
Butcher, Margaret Just. The Negro in American Culture. Knopf, 1966.
Carmichael, Stokely and Charles V. Hamilton. Black Power. Random House (Vintage) 1967.
Cook, James Graham. The Segregationists. Appleton, 1962.
Cronon, E. David. Black Moses: The Story of Marcus Garvey. University of Wisconsin, 1955.
Davis, David Brian. The Problem of Slavery in Western Culture. Cornell University Press, 1966.
DuBois, W.E.B. Black Reconstruction in America, 1960-1880. Meridian Books, 1964.
Dumond, Dwight L. Antislavery: The Crusade for Freedom in America. University of Michigan Press, 1961
E.U. Essien, Udom. Black Nationalism. Dell Publishing Co., 1964.
Elkins, Stanley M. Slavery, A Problem in American Intellectual and Institutional Life. University of Chicago Press.
Fanon, Frantz. The Wretched of the Earth. Grove Press, 1968 (originally published in France, 1961)
Filler, Louis. The Crusade Against Slavery, 1830-1860. Harper & Row, 1960.
Franklin, John Hope and Isidore Starr. The Negro in the 20th Century America. Vintage Books, 1967.
Golden, Harry. Mr. Kennedy and the Negroes. Fawcett Publications, 1964.
Goldston, Robert. The Negro Revolution. Macmillan, 1968.
Harrington, Michael. The Other America. Penguin Books, 1963.
Hughes, Langston. Fight for Freedom: The Story of the NAACP. W.W. Norton & Company, Inc., 1962.
Huie, William Bradford. Three Lives for Mississippi. The New American Library (Signet), 1964.

Katz, William L. Eyewitness: The Negro In American History. Pitman, 1967.
King, Martin Luther, Jr. Where Do We Go From Here? Chaos or Community? Bantam Books, 1967.
Kozol, Jonathan. Death at an Early Age. Bantam, 1968.
Lincoln, C. Eric. The Black Muslims in America. Beacon, 1961
The Negro Pilgrimage in America. Bantam, 1967.
Litwack, Leon F. North of Slavery, The Negro in the Free States, 1790-1860. University of Chicago Press (Pheonix Books) 1961.
Logan, R.W. The Nadir, 1877-1901. Dial Press, 1954.
Lomax, Louis E. The Negro Revolt. Harper and Row, 1962.
Mannix, Daniel P. and Malcolm Cowley. Black Cargoes: A History of the Atlantic Slave Trade, 1518-1865. New York, 1962.
Meier, August. Negro Thought in America: 1880-1915. University of Michigan, 1963.
Myrdal, Gunnar. The American Dilemma. McGraw-Hill, 1964.
Ploski, Harry A. and Roscoe C. Brown. The Negro Almanac. Bellwether Publishing Company, Inc., 1967.
Quarles, Benjamin. The Negro in the Making of America. Collier Books, 1964.
Silverman, Charles E. Crisis in Black and White. Vintage Books, 1964.
Stampp, Kenneth M. The Era of Reconstruction, 1865-1877. Random House, (Vintage), 1965.
The Peculiar Institution, Slavery in Ante-Bellum South. Random House (Vintage), 1965.
Waskow, Arthur I. From Race Riot to Sit-In, 1919-1960's. Doubleday and Company, Inc., (Anchor),1966.
Wish, Harvey. Slavery in the South. Noonday Press, 1964.
Woodward, C. Van. The Strange Career of Jim Crow. Oxford University Press, 1966.
Wright, Nathan Jr. Black Power and Urban Unrest. Hawthorne Books, 1967.
Young, Whitney M. Jr. To Be Equal. Mc Graw-Hill, 1964.
Zinn, Howard. SNCC, The New Abolitionists. Beacon Press, 1965.
Dade County Public Schools. Negro History and Culture - Bulletin 9-K. Dade County Board of Public Instruction, 1969.